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State Normal School

VOLUME III

JULY, 1908

NUMBER II



PUBLISHED QUARTERLY BY THE

STATE NORMAL SCHOOL

MARYVILLE, MISSOURI

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State Normal School

FIFTH DISTRICT OF MISSOURI

MARYVILLE, : : : : MISSOURI

VOLUME III

JULY, 1908

NUMBER II

Announcements for the year 1908
and Bulletin for the Fall Quarter

Published by the State Normal School, issued quarterly. Established by Act of General Assembly, 1905. Organized June 13, 1907



NEW STATE NORMAL BUILDING, in course of construction

Normal Calendar

Fall Quarter begins Tuesday, Sept. 15, 1908
Fall Quarter ends Friday, Dec. 4, 1908
Winter Quarter begins Tuesday, Dec. 8, 1908
Winter Quarter ends Friday, March 12, 1909
Spring Quarter begins Tuesday, March 16, 1909
Spring Quarter ends Thursday, June 3, 1909
Summer Quarter begins Tuesday, June 8, 1909

HOLIDAYS

Thanksgiving Recess Nov. 26 and 27, 1908.
Christmas Vacation Dec. 22, 1908 to Jan. 5, 1909

COMMENCEMENT EXERCISES

Annual Sermon Sunday, May 30, 1909
Class Day Exercises Wednesday, June 2, 1909
Annual Address Wednesday, June 2, 1909
Graduating Exercises Tuesday, June 3, 1909
Annual Alumni Reunion Tuesday, June 3, 1909

Board of Regents

HOWARD A. GASS, State Supt. of Public Schools, Ex-Officio.									
CHARLES J. GOLDEN	:	:	:	:	:	:	:	Maryville	
Term expires, January 1911.									
WM. D. RUSK	:	:	:	:	:	:	:	St. Joseph	
Term expires, January 1911.									
WM. F. RANKIN	:	:	:	:	:	:	:	Tarkio	
Term expires, January 1909.									
I. R. WILLIAMS	:	:	:	:	:	:	:	Savannah	
Term expires, January 1909.									
HENRY J. HUGHES	:	:	:	:	:	:	:	Trenton	
Term expires, January 1913.									
O. P. WILLIAMS	:	:	:	:	:	:	:	Plattsburg	
Term expires, January 1913.									

OFFICERS OF THE BOARD

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W. A. RICKENBRODE	:	:	:	:	:	:	Secretary
S. G. GILLAM	:	:	:	:	:	:	Treasurer

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CHARLES J. COLDEN	I. R. WILLIAMS

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HENRY J. HUGHES, Chairman.	CHAS. J. COLDEN
HOWARD A. GASS	O. P. WILLIAMS



MR COOK

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THEODOSIA RAINES,
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H. A. E. CHANDLER,
European History.

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Mathematics.

CHAS. M. HUGLY,
Mathematics.

JAMES R. HALE,
Latin.

J. A. McKNIGHT,
Modern Languages and Pedagogy.

LEMUEL F. SMITH,
Physics and Chemistry.

J. J. BRYANT,
Physical Geography and Biology.

L. F. CHILDERS,
Agriculture.

Faculty---Continued

T. H. COOK,
Nature Study.

EDNA RANDALL,
Expression and Rythmical Pyhsical Culture.

PAUL A. WHITE,
Physiology and Hygiene.
Director of Athletics.

HETTIE M. ANTHONY,
Domestic Science.

WALTER A. BACON,
Music.

ALBERT SIEPERT,
Manual Training.

FRANK J. ZIMMERER,
Art.

ALPHA BIGLEY,
Art and Manual Training in the Training School.

ELIZABETH CRANE,
Supply Critic Teacher.

W. A. RICKENBRODE,
Business Course.

MARTHA B. CLARK,
Librarian.

W. A. SNODGRASS,
Assistant Librarian.

W. A. RICKENBRODE,
Registrar.

WILL ROSS,
Stenographer.

J. H. FELT.
Architect.

C .C. SMITH,
In charge of Building.

HARVEY J. DUNCAN,
In charge of Grounds.



Miss Mather



Mrs. Kingsbury.



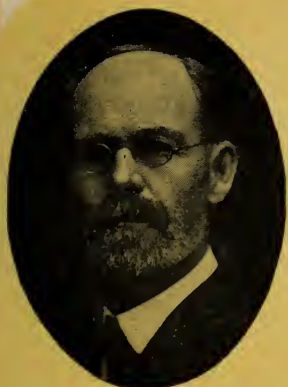
Mr. Emberson



Miss Lytle



Miss Clark



Mr. Lewis



Mr. Duncan



Miss Raines



Mr. Chandler



Mr. Colbert



Mr. Bryant



Mr. Smith



Mr. Childers



Mr. T. H. Cook



Mr. Hale



Mr. Siepert



Miss Bigley



Miss Crane



Mr. White



Miss Randall



Mr. Langdon



Mr. Pittinger



Mrs. Clark



Mr. Rickenbrode



Mr. Oakerson



BASKET BALL TEAM



BASE BALL TEAM

A History of the School

For a period covering thirty years the people of Northwest Missouri have dreamed of a day when a State Normal School should be established in what is generally considered, from an agricultural standpoint, the richest and finest portion of the state. As Northwest Missouri has increased in population and the school interests have developed; as, only a few miles apart, High Schools have multiplied and grown from Third Grade to First Grade Schools, the dream has settled itself into a determination that no effort be spared to bring about the realization of hopes.

Crowning the successful efforts of Hon. Harvey J. Lemon, Representative from Nodaway County, the General Assembly passed a bill creating out of the 19 counties of Northwest Missouri the Fifth Normal School District of Missouri. On the twenty-fifth day of March, 1905, Governor Joseph Wingate Folk attached his signature to the bill and the State Normal School of the Fifth District became a reality.

Some weeks later a commission consisting of C. C. Fogle, of Lancaster, Edmund McWilliams, of Plattsburg, C. A. Calvird, of Clinton, J. W. Fox, of Monroe City, and J. C. Jones, of Columbia, was appointed by the Governor to select a location for the proposed school. This commission, after visiting a number of competing points, reported in favor of Maryville, and announced the tender on the part of Maryville and Nodaway County of 86 acres of land and \$58,000 in cash. Shortly afterward a Board of Regents was appointed for the new school. This Board met in Maryville, September 12, and effected an organization. At a meeting held in St. Joseph, January 4, 1906, Frank Deerwester, of the State Normal School, Warrensburg, Missouri, was chosen President of the Institution. The faculty was chosen March 13, 1906.

On the 13th of June, 1906, the first session of the school began in the Central School Building, of the City of Maryville. The fall term opened in the building on the Normal grounds, formerly occupied by the Maryville Seminary, in which building the sessions of the school will continue until the completion of the splendid new building.

On May 28, 1908, Homer Martien Cook was elected president of the institution. The school has had a regular and healthy growth from its beginning, and is carrying the regular courses of study which are found in the older State Normal Schools of Missouri.

LOCATION.

Maryville, the Home of the State Normal School of the Fifth District, is situated in the County of Nodaway at the junction of the Creston-St. Joseph branch of the Burlington railway, with the main

line of the Wabash from St. Louis to Omaha. Forty-five miles north of St. Joseph, forty miles south of Creston, ninety miles from Omaha and 300 miles west of St. Louis, it is easy of access from any part of the nineteen counties which comprise the district.

Maryville has a population variously estimated from 6,000 to 7,000. It is celebrated for its beauty as a town and for the public spirit of its citizens. It is a city of homes.

The religious denominations commonly found in this section of the country are represented in Maryville, all having beautiful church houses. The Carnegie Library is a valuable assistant to the Normal School Library. St. Francis Hospital, a splendid institution conducted by the good Sisters of St. Francis, assures the best of care in case of serious illness.

A good system of water works supplies the city with the best of water, and the well paved streets are lighted by electricity.

While Northwest Missouri is closely dotted with splendid up-to-date towns, Maryville seeks to prove herself worthy to be the home of the State Normal School of the Fifth District.

The Commercial Club, an organization of business men, with the President of the school, is glad to furnish any information or aid to those desiring to locate in the home city of the Normal School for the purpose of educating their children.

BUILDINGS.

Until the completion of the splendid new building, now in process of construction, the school will occupy the old Seminary building at the west end of First street. The building is small, accommodating only a portion of the classes. Suitable rooms, however, have been provided for the various departments in other parts of the city, and the work of the school has progressed in its various quarters. The splendid paved streets and concrete walks of Maryville have reduced the inconvenience of the scattered quarters to a minimum. It is hoped that, by the opening of the spring quarter of 1909, the building will be ready for occupancy and the entire work of the school conducted under one roof.

PURPOSE OF THE SCHOOL.

Realizing that the foundation of good government is an educated citizenship, Missouri, since the earliest days of her history, has devoted herself to the establishment of schools. In common with other states, she has realized that the best of educational equipment is not for the few alone, but for the mass of her citizens. To this end, not only have rural schools been established in the rural districts, but graded schools have grown into High Schools, until Missouri may point with pride to her splendid educational system, and to her schools, beginning with the educated motherhood in the home

and ending with her University, Normal Schools and the splendid Colleges which have been and are being supported by the various Churches.

These schools have sought through the years to keep apace with the educational progress of the world. To this end it is necessary that well equipped and well trained teachers be provided.

That well trained teachers may be had for the youth of the state, in all the schools, from the ungraded rural schools to the University and College, the state has established the five State Normal Schools, the Teachers' College at the University and Lincoln Institute for the Negro.

The function and aim of these schools is to fit men and women for teaching—to give them not only an all round and well balanced education, but to give them under the supervision of the best teachers, the opportunity to put into practice the theories of education which they have received in the various class rooms.

While the school seeks to give an all round education, it ever holds before the student's mind that the knowledge he receives must become that wisdom which is enabled to impart itself to another.

To use a homely phrase, the school aims "to teach teachers to teach."

EQUIPMENT

While the cramped quarters of the school do not permit the generous equipment which is hoped for, and which the needs of the larger school will demand, every piece of apparatus and every book purchased has been selected for a purpose. The school is well supplied for its present needs, and the entrance of work into the new building will probably see one of the best equipped schools, for the training of teachers, that may be found in the United States.

THE LIBRARY.

The Library has been carefully selected with the idea in view of making it most helpful to the student-teacher. Each department of the school has its carefully selected reference list of books.

The entire Library is new and is being increased steadily as the needs of the work demand. It is especially valuable as a reference or working library as the books have been selected by the Heads of the Departments and the Librarian, with the end in view of enlarging and supplementing the work done in each department of the school.

The administration of the library is according to the latest and most approved library methods, inspired by the thought of helpfulness which is the essential element in all true library work.

The Librarian is always ready to assist in the use of the Li-

brary, the finding of reference, or to give any helpful information required.

In the Library are also found the daily city papers, the local papers of our counties and the following list of magazines and periodicals.

PERIODICAL LIST.

Agricultural Magazine
American Historical Magazine
American Mathematical Monthly
American Review of Reviews
Atlantic Monthly
Birds and All Nature
Bookman
Century Magazine
Chicago Record-Herald
Classical Magazine
Craftsman
Current Literature
Education
Educational Review
Harper's
Library Journal
Literary Digest
Little Chronicle
Magazine of Pedagogy
Manual Training Magazine
Missouri School Journal
National Geographical Magazine
Nature Study Review
Outlook
Popular Educator
Primary Education
Putman's Magazine
St. Joseph Gazette
St. Louis Republic
School Art Magazine
Scientific American and Supplement
Scribner's
International Studio
Teachers' Magazine

STUDENT ORGANIZATION

The Young Men's Christian Association and the Young Women's Christian Association have each a live and energetic society. While the school is essentially non-sectarian, the President and Faculty are in hearty sympathy with the student organ-

izations that tend to a better moral tone in all the school work and home life.

LITERARY SOCIETY.

Each student is expected to take some part in the work of the Literary Societies. Abundant opportunity is afforded those who desire to improve themselves by public appearance in debate and other forms of society work.

Under the supervision of the Head of the Department of Expression, numerous recitals and public entertainments will be given. In these the student body may accustom themselves to appearing before the public.

EXPENSES

Each student is required to pay at the beginning of each quarter or whenever he may enter, an incidental fee of \$6 (six dollars).

The custom formerly followed by the school has been abolished by the Board of Regents. The school will no longer rent text books. Each student will purchase his own books. Books may be secured from the Normal Book Room, conducted by a student of the school or from the local or home book stores.

A list of the texts used in the school is appended in the back of the bulletin.

BOARD AND ROOMS

There is no boarding department in the school. Students board at private houses. Good board can be obtained at rates ranging from \$3.00 to \$3.50 per week, including fuel and lights—two persons occupying each room. Rooms can be secured for light housekeeping at reasonable rates. Unfurnished rooms can be secured at rates ranging from \$1.50 to \$3.00 per month, the price varying with the location.

The Y. M. C. A. and the Y. W. C. A. gladly render all necessary help in securing board and rooms. Members from these organizations meet all students on arrival and conduct them to homes.

SICKNESS

Maryville is an exceptionally healthful locality. In cases of sickness, however, every care will be taken of students and their welfare considered. Parents will be notified at once.

St. Francis Hospital assures to any who may need especial attention the best of care and service.

OTHER SCHOOLS

Students desiring to take other work, in connection with their

Normal studies, will find excellent advantages at the Maryville Business College and the Landon Conservatory of Music.

CONDITIONS OF ADMISSION

1. Applicants for admission to the Normal courses must be sixteen years of age, to the Sub-Normal Courses fifteen years of age.

2. The following are admitted to the regular four year courses and given such classification as their former work will allow.

(a) Graduates of reputable Colleges and Academies.

(b) Graduates of High Schools.

(c) Holders of first and second grade county certificates.

To the sub-normal courses the following will be admitted without examination.

(a) Holders of third grade certificates where the subjects have a grade above 80.

(b) Those who have completed the prescribed course in a rural or Grammar School.

3. All other applicants may enter by taking the prescribed entrance examination in the common school branches.

4. In compliance with the laws of the State, every student on entrance is required to sign the following pledge to teach:

"I hereby declare that it is my intention to follow the business of teaching in the Public Schools of this State, and that I voluntarily enroll myself as a student in the State Normal School at Maryville for the purpose of preparing for that work."

HOW TO ENTER

If possible, arrive in Maryville not later than Monday, Sept. 14th. Arrange for board and room. One may, however, enter at any time during the school year.

Pay tuition fee, \$6.00 to Mr. Samuel Gillam at the Maryville National Bank, northwest corner of square, then come to the Normal building at the west end of First Street.

Present the receipt for tuition and library fee to the Registrar, Mr. Rickenbrode, who will register your name and give you an enrollment card and recitation schedule. Fill out enrollment card and go to the president, Mr. Cook, who with the assistance of the members of the faculty will classify you and arrange your study program. Actual class work begins on Wednesday, September 16th

GRADES

It is desirable that students bring grades or grade sheets officially signed from other schools at time of entrance. A full record of all such grades is kept in the Normal grade book.

Candidates for the "Regents' Certificate" are required to attend

at least two quarters, and those wishing to graduate from the full course are required to be in attendance at least three quarters. All candidates must be of good moral character, and in scholarship must have a standard of "good" or "excellent" in at least one-half of their subjects.

For the "Regents' Certificate", the first two years of the course of study are required, together with one quarter of teaching in the Training School.

For the Diploma, four years of work are required as outlined in regular course of study.

Students who present certificates of standing from any of the Colleges of the College Union, the School of Mines, or a State Normal School, will be credited with such subjects as are completed

Graduates of the Colleges of the College Union and the School of Mines may receive the Normal diploma upon the completion of four units, three of which must be pedagogical.

CREDITS

In estimating credits given for work in other schools, we estimate the four year's course of our school as equivalent to 18 units. A unit is one subject pursued forty-five minutes a day, five days in a week, for three quarters (or an equivalent amount of work.)

Graduates of approved, first-class, four-year High Schools shall be given credit for ten units on the Regular Normal Course

Graduates of approved, second-class High Schools shall be given credit for seven units on the regular Normal Course; graduates of approved third-class, two year High Schools shall be given credit for four units on the regular Normal Course.

The classification of High Schools is not that of the Normal School but of the State Superintendent who provides that "No school shall be classed as a High School of the first class which does not maintain a four years' course of standard work in English, Mathematics, Science and History for a quarter of at least nine months in the year, and which does not employ the entire time of at least three approved teachers in high school work; that no school shall be classed as a High School of the second class which does not maintain a three year's course of standard work in English, Mathematics, Science and History for a quarter of at least nine months in the year and which does not employ the entire time of at least two approved teachers in high school work; that no school shall be classed as a High School of the third class which does not maintain a two-years' course of standard work in English, Mathematics, Science and History for a quarter of at least eight months in the year and which does not employ the entire time of at least one approved teacher in High School work."

VALUE OF REGENTS' CERTIFICATE AND THE DIPLOMA

The Regents' Certificate entitles the holder to teach in any of the public schools of the state, without further examination, for a period of two years.

The Diploma entitles the holder to teach in any of the Public Schools of the state, without further examination, for life.

TEACHERS' CERTIFICATES

in Missouri are obtainable in the following ways:

1. From county Boards of Education and county Superintendents by examinations. These authorities issue third, second and first grade county certificates only.

2. From the State Superintendent by examination. He issues two classes of certificates—the limited and the life.

3. From the State Normal Schools by completing the Elementary or Advanced course, the former giving a two-year state certificate, the latter the diploma, which is a state certificate valid for life.

The "approved grades" made in our approved summer school count toward any or all of the foregoing classes of certificates.

APPROVED GRADES

The State Board of Education has adopted the following regulation relative to grades made in approved summer schools:

"Grades in the following subjects shall be accepted by the State Superintendent of Public Schools and the County Boards of Education, when properly certified to as hereinafter provided; (a) Algebra, including as much as is given in any standard high school text book through quadratics; (b) English, including the text book and library work done in the first years' work in English Literature and composition in a first class High School; (c) History, a year's work in Ancient History, for a year's work in Mediaeval and Modern History or a year's work in English History as given in a first class High School; (d) Science, the equivalent of the work done in a first class High School in Physics, Physical Geography or Agriculture; (e) Pedagogy, a thorough study of some recognized text on Pedagogy or Psychology.

No pupil shall be given credit in grades for teachers' certificates who has not attended said summer school at least forty-five days of the term and who has not done in that time the work for which he is credited. Every pupil wishing credits for certificates shall be limited to three subjects, not more than two of which shall be in subjects higher than the common school branches, and must devote not less than three hours to study and recitation in each of such subjects above the common school branches. Pu-

pils who have been in actual attendance sixty (60) days of the session of any approved summer school may receive credit on state and county certificates, when approved by the State Board of Education for work done in one of the following common school branches: Arithmetic, Grammar, United States History, Civil Government, in addition to the two credits allowed for work done in higher branches."

It is important to note the following facts in regard to this matter:

1. Approved grades may be made in Arithmetic, Grammar, U. S. History, Civil Government, and Pedagogy, for a third-grade certificate; Algebra and Literature for a second grade certificate; Science and History for a first-grade certificate; any of the group subjects for a limited state certificate; Drawing and Manual Training and Music for life State certificate.

2. Approved grades in two subjects require an attendance of at least forty-five days; for three subjects, a full term of sixty days is required; in both cases, the work done must be satisfactory. The mere fact of attendance does not insure a grade.

4. Full credit will be given on the records of the school for the work done in approved subjects.

"Approved grades" are made only in the Summer Quarter.

Course of Study

The following condensed outline of required work and elective work is given for the convenience of the student.

The Course of Study comprises eighteen (18) units, thirteen (13) of which are constants and five (5) are electives.

The following are constants:

Professional Work	-	-	-	-	-	-	-	three (3) units
English	-	-	-	-	-	-	-	three (3) units
Mathematics	-	-	-	-	-	-	-	two (2) units
Science	-	-	-	-	-	-	-	one (1) unit
History	-	-	-	-	-	-	-	one (1) unit
Drawing	-	-	-	-	-	-	-	one (1) unit
Music	-	-	-	-	-	-	-	one (1) unit
Reading	-	-	-	-	-	-	-	one (1) unit

The electives will be made from the following:

Professional Work	-	-	-	-	-	-	-	two (2) units
Latin	-	-	-	-	-	-	-	four (4) units
German	-	-	-	-	-	-	-	four (4) units
Agriculture	-	-	-	-	-	-	-	four (4) units
Domestic Science	-	-	-	-	-	-	-	two (2) units

Art	-	-	-	-	-	-	-	-	-	three (3) units
Manual Training	-	-	-	-	-	-	-	-	-	four (4) units
Athletics	-	-	-	-	-	-	-	-	-	one (1) unit
Nature Study	-	-	-	-	-	-	-	-	-	one (1) unit
Business Course	-	-	-	-	-	-	-	-	-	two (2) units
Civics	-	-	-	-	-	-	-	-	-	two (2) units
Parliamentary Law	-	-	-	-	-	-	-	-	-	one (1) unit
Training School	-	-	-	-	-	-	-	-	-	two (2) units
Oratory and Debate	-	-	-	-	-	-	-	-	-	two (2) units
Economics	-	-	-	-	-	-	-	-	-	one (1) unit
Expressive Reading	-	-	-	-	-	-	-	-	-	two (2) units
Physical Culture	-	-	-	-	-	-	-	-	-	one (1) unit
English	-	-	-	-	-	-	-	-	-	one (1) unit
Mathematics	-	-	-	-	-	-	-	-	-	two (2) units
Science	-	-	-	-	-	-	-	-	-	three (3) units
History	-	-	-	-	-	-	-	-	-	three (3) units

Students electing Latin or German must offer two years in each.

ADVANCED STANDING

Credits given for advanced standings are in addition to those accepted from approved High Schools.

CREDENTIALS

Students who are candidates for the Regents' Certificate or the Life Diploma will present credentials and grades to the credential committee, composed of Professors Hugly, Emberson and Colbert.

DEGREES.

The following degrees are conferred by the State Normal School of the Fifth District.

(1) Bachelor of Pedagogy (Pd. B.) upon the completion of the full four years' course (18 units).

(2) Master of Pedagogy (Pd. M.) upon the completion of four units of work, prescribed by the President and Faculty in addition to the requirements for Bachelor of Pedagogy—One of the four units must be Pedagogical—(22 units).

(3) Bachelor of Arts (A. B.) upon the completion, in addition to the requirements for Bachelor of Pedagogy, of eight units of work, four of which must be devoted to a major subject. The remaining four units are elective (26 units).

Text Books Used

Walsh, J. H.	New Grammar School Arithmetic.
Lyman, E. A.	Advanced Arithmetic
Wentworth, G. A.	Elementary Algebra.
Wentworth, G. A.	College Algebra
Wells, Webster	Essentials of Geometry Plane and Solid.
Crockett, C. W.	Elements of Plane Trigonometry.
Seely, Levi	New School Management.
Angell, J. R.	Psychology
Chancellor, W. E. ...	Our Schools, Administration and Supervision.
Kemp, E. L.	History of Education.
McMurry	Elements of General Method.
Herrick & Damon	Composition and Rhetoric.
Emerson, O. T.	History of English Language.
Allen, E. A.	School Grammar.
Barbour, F. A.	Teaching of English Grammar.
Moody & Lovett	History of English Literature.
McNeil & Lynch.	Introductory Lesons in English Literature.
Mace, W. H.	School History of United States.
McLaughlin, A. C.	History of American Nation.
Lewis, Jessie.	Topical Analysis of United States History.
Wolfson & Hart	Essentials in Ancient History.
Judson, H. P.	Europe in the 19th Century.
Walker	Essentials in English History.
Robinson,	Western Europe.
Stevens, W. C.	Introduction to General Botany
Holz,	Nature Study.
Dryer, C. R.	Lessons in Physical Geography.
Jordan & Kellogg	Animal Study.
Jordan & Kellogg	Animal Structures.
Tarr & McMurray	Complete Geography.
Overton, Frank	Applied Physiology.
Millikan & Gale	First Book in Physics.
Smith, A.	Chemistry for Colleges.
Smith, A.	Laboratory Outlines.
Bailey, L. H.	Principles of Agriculture.
Goodrich, C. L.	First Book of Farming.
Craig, J. A.	Judging Live Stock.
Plumb, C. S.	Types and Breeds of Farm Animals.
Fletcher, S. W.	Soils.
Lyon & Montgomery	Examining and Grading Grains.
Collar & Daniel	First year Latin
Bennett, C. E.	Latin Grammar
Caesar, Ed. by Kelsey.	Gallic War.
D'Ooge, B. L.	Latin Composition.

D'Ooge, B. L.	Cicero—Select Orations
Virgil, Ed. by Frieze.....	Aeneid, Book 1-6
Cicero.	De Senectute.
Sallust	Catiline.
Worman	First German Book.
Dreyspring, A.	Easy Lessons in German.
Dreyspring, A.	First German Reader.
Kayser & Montesor	Brief German Course.
Hinsdale, B. A.	American Government.
Laughlin, J. L.	Political Economy.
Blood & Riley, Psychological Development of Expression, Vol. 1-4.	
Williams & Rogers	Modern Illustrative Bookkeeping.

Statement of Departments

PROFESSIONAL DEPARTMENT.

Mr. Emberson, Pedagogy
 Mr. McKnight, Psychology
 Mr. T. H. Cook, Nature Study
 Miss Mather, Supervisor of Training School
 Miss Clark, Critic Teacher
 Miss Lytle, Critic Teacher
 Mrs. Kingsbury, Critic Teacher
 Miss Bigley, Professional Art and Manual Training

Realizing the importance of thorough work in the Professional Department of a training school for teachers, the Board of Regents has sought to strengthen in every way the Professional Department of the Normal School. Ten quarters of professional work is required (3 1-3 units.) In addition to the required work, seven quarters (2 1-3 units) of elective work is offered in this department. The work is distributed throughout the entire four years' course.

The theoretical work in the department of Psychology, Pedagogy, Nature Study and Professional Art and Manual Training is put into actual practice in the Training School. The Training School thus becomes a practical demonstration to the young teacher of the theories he has received in the class work. The work of the Training School is carried through eight grades, including the Kindergarten work. The class room work of the Professional Department consists of a thorough course in Psychology, Pedagogy, Principles of Teaching, Philosophy of Teaching, School Management, Supervision, and History of Education, supplemented with Nature study, Art and Manual Training work.

The Training School work consists in the preparation of the

lesson plans, the observation of the work of the supervision and Critic Teachers and the actual teaching of the children in the Training School (under the direction of Critic Teachers.)

The required work in the Training School covers an entire year. An additional year of elective work is offered.

ENGLISH DEPARTMENT

Mr. Ford
Miss Rains

The aim of the English Department is not only to give a thorough working knowledge of spoken and written English, but to develop in the student an appreciation of the best English and a knowledge and appreciation of the works of the best English and American Writers. Especial attention is given to Grammar, Composition, Rhetoric and Constructive English both written and spoken. The work of the department is outlined as follows:

ENGLISH AND LITERATURE

Sub-Normal

I GRAMMAR AND COMPOSITION. Text book, Allen and Hawkins.

1. An elementary course for those who feel the necessity of foundation work. Three terms.

2. A two terms' course with more emphasis placed on composition.

3. An advanced course for teachers who need a review of the subject. One term.

The purpose of all grammar work is three fold; first, to teach the fundamental principles of English Grammar; second, to give pupils practice in sentence and paragraph structure and also in applying ordinary rules of punctuation; and third, to make students acquainted with some of the more simple American and English classics. In this connection the common figures of speech are taught.

II. AMERICAN CLASSICS. One term.

In this course are studied selections from Irving's "Tale of a Traveler," Hawthorne's "Twice Told Tales," Poe's "Tales" and "Poems," one novel of Cooper's, and Lowell's "Vision of Sir Launfal."

The primary aim of this course is to improve the student's power of getting the author's thought, and so make him acquainted with the personality behind the printed page.

Freshman

RHETORIC. Three terms. Text book, Herrick and Damon. In this course the student learns theme construction, he goes more deeply into the subject of sentence and paragraph structure, he learns the forms of discourses, the elements of style, and the

qualities of correct diction. Throughout the course the pupil is given practice in the composition of themes, descriptive sketches, essays and original stories. These different subjects are brought before the class in the study of some of the best classics of American and English Literature. Outside reading is required.

Sophomore

- I. HISTORY OF AMERICAN LITERATURE. Two terms.
Text Book, Newcomer.

No student is allowed to enter this class unless he has completed Rhetoric. The purpose of the course is to study the development of American Literature. Much collateral reading is required.

- II. INTERPRETATIVE READING. One term. English classics studied: Wordsworth's "Michael," Scott's "Lady of the Lake," Arnold's "Sohrab and Rustuna," Coleridge's "Ancient Mariner," and Shakespeare's "Merchant of Venice."

The purpose of this course is to enable the student to make the author's thought his own, to color it with the proper emotional quality, and to present it with animation and vitality.

Junior

- I. HISTORY OF ENGLISH LITERATURE. Three terms.
Text Books, Lovette and Moody. Manly—English Poetry.

A comprehensive study of the development of English Literature, with special emphasis on Chaucer, Spenser, the Elizabethan Age, Milton, and the romantic revival of the 19th century. Much outside reading is required. No student is allowed to enter this class unless he has completed Freshman and Sophomore work.

- II. HISTORY OF THE ENGLISH LANGUAGE. One term. Elective.

Senior

- I. HISTORY OF THE ENGLISH LANGUAGE. Two terms. Text book, Emerson. Elective.

- II. DEVELOPMENT OF THE ENGLISH DRAMA. One term. Elective.

Among other general reference books on the subject are studied Katharine Lee Bates' "Rise of the Religious Drama," and Elizabeth Woodbridge's "The Drama, Its Law and Technique." For critical class study, Shakespeare's "Twelfth Night," and "King Lear" are used. Other dramas read and reported on.

- III. MODERN DRAMA. One term. Elective.

- IV. CHAUCER COURSE. One term. Text book, Sweet's Primer. Elective. A complementary course to course II, Junior year.

- V. INTERPRETATIVE READING. One term. Elective.

A course in phrasing and literary interpretation based on poems selected from Lowell, Tennyson, Kipling and Browning.

VI. DEVELOPMENT OF THE ENGLISH NOVEL. Two terms. Text book, Cross. Supplementary reading, Raleigh, and Walter Pesant. Elective. Works criticized in class; Maloney's "Morte Darthur," Addison's "De Coverley Papers." Fielding's "Tom Jones," Austen's "Pride and Prejudice," Scott's "Ivanhoe" Dickens's "Tale of Two Cities," Thackeray's "Vanity Fair," Eliot's "Silas Marner," and one modern novel. Each student must report on at least two other novels. Much outside reading is required.

AMERICAN HISTORY.

Mr. Lewis

The department of American History seeks not only to give the student a thorough knowledge of the History of his own land, but to give an idea of the causes and effects of certain movements of American History and to develop a strong sense of patriotism. A large amount of supplementary reading is required of each student, and so far as it is practical, the original sources are consulted. The work is outlined as follows.

1. U. S. HISTORY, Sub-Normal.

a. FIRST QUARTER.—From the discovery of America to the end of the Revolutionary war.

b. SECOND QUARTER.—The Confederation and Constitutional periods.

Text book, Mace's History. Library work and map work required of each student.

2. ADVANCED AMERICAN HISTORY.

a. FIRST QUARTER.—From the discovery of America to the end of the Revolutionary war. Special emphasis on the development of local and representative government during the colonial period.

b. SECOND QUARTER.—The Confederation and Constitutional period down to Jackson's Administration. Foreign relations, the growth of nationality and state rights are emphasized.

c. THIRD QUARTER.—From Jackson's Administration to 1908. Special attention given to territorial growth, the spread of slavery, the westward movement of population, and industrial progress.

Text-book, McLaughlin's History of the American Nation. This course requires much library work.

3. TEACHERS' COURSE IN U. S. HISTORY.

ONE QUARTER.—Topics discussed: What is History?; educational value of the study of history; the goal in all history work; growth or development in history; unity in history; institutional life; what is a fact?; choice of facts, or facts of most worth; sources in history; interpretation in history.

FIRST PART:—The above topics with others as time will permit are assigned for study and discussion in class.

SECOND PART:—Using a text-book as a basis, the history is worked out in the light of the above principles.

EUROPEAN HISTORY.

Mr. Chandler.

As a foundation for a thorough understanding of the History of our Own Land, an understanding of the History of Europe is necessary. The course in European History deals not only with the facts that have made and unmade the nations of the Old World, but seeks to trace through the World's History the development of that idea which culminated in the spirit of 1776.

The course is outlined as follows:

4. ANCIENT HISTORY.

a. FIRST QUARTER:—Oriental and Greek History to the Peloponnesian war. The political, religious, social and industrial ideas, are worked out by a study of the text-book and the use of the library.

b. SECOND QUARTER:—From the Peloponnesian war to the end of Greek History, and Roman History to the beginning of the Revolution, 133, B. C.

c. THIRD QUARTER:—Finish Roman History and take the beginning of Mediaeval to 800, A. D.

Text-book:—Wolfson's Essentials of Ancient History. Library work.

5 MEDIAEVAL AND MODERN HISTORY.

a. FIRST QUARTER:—A review of the rise of the Frankish Kingdom, and Part I as given in Robinson's history of Western Europe.

b. SECOND QUARTER:—Part II. as given in Robinson to the Ascendency of France under Louis XIV.

c. THIRD QUARTER:—The remainder of Modern History as given in Robinson. Special attention is given to the French Revolution, and its effects on Europe.

Text-books, Robinson's History of Western Europe and Trenboline's Syllabus for same, supplemented by Robinson's readings in European History, abridged edition. Library work on special topics.

6. ENGLISH HISTORY.

FIRST QUARTER:—From the early account of the Celts to the close of Edward I's Reign.

SECOND QUARTER:—From Edward II's Reign to the end of James II's Reign.

Text-book:—Walker's Essentials of English History, supple-

mented by Cheyney's readings in English History, and library work.

The topics that bring out the ideas and principles which had an influence on American History and those periods that prepare the student for the study of English Literature are dwelt upon.

7. NINETEENTH CENTURY HISTORY.

Text-books—Judson's Nineteenth Century of Europe. West's Modern History and Robinson's and Beard's Development of Modern Europe, Vol. II. Library work on special assigned topics.

Note:—Method of how to study and teach history is made a leading feature of all the work in history. How the study of history aids the student in his life work is a guiding principle in all the history work.

LATIN.

Mr. Hale.

A thorough understanding of English requires an understanding of the Latin construction. In addition to this foundation work a course is offered to those who desire to further pursue the study of Latin. The course is as follows:

I. FIRST YEAR LATIN.

First Quarter...First Year Latin (Collar & Daniell) to page 85.

Second Quarter. First Year Latin (Collar & Daniell) to page 150.

Second Quarter. First Year Latin (Collar & Daniell) completed.

The main object of the course is to master the inflections of the language. Pronunciation, the marking of the long vowels, the simpler principles of word order, and a working knowledge of the principles of Latin syntax will receive careful attention throughout the course.

II. SECOND YEAR LATIN.

First Quarter.—War with the Helvetians; Latin Grammar; Composition.

Second Quarter. War with Ariovistus and the Belgae; Latin Grammar; Composition.

Third Quarter.—Third, Fourth and Fifth Books of Caesar; Latin Grammar; Composition.

The work of the course includes a further study of Latin word order; a systematic study of Latin Grammar; a mastery of the most important Latin idioms; Latin Composition once a week.

TEXTS.—Kelsey's Caesar; D'Ooge's Latin Composition; Bennett's Latin Grammar.

III. THIRD YEAR LATIN.

First Quarter:—First, Third and Fourth orations against Cata-

line; Latin Grammar; Composition.

Second Quarter. Archias and Pompey's Military Command; Latin Grammar; Composition.

Third Quarter. Ovid, Selections from **Amores** and **Metamorphoses**.

While reading Cicero constant attention will be given to the Roman constitution, and to the study of meters while reading Ovid.

TEXTS.—D'Ooge's Cicero and Composition. Miller's Ovid; Bennett's Latin Grammar.

IV. FOURTH YEAR LATIN.

First Quarter. Vergil's Aeneid Books I and II.

Second Quarter. Vergil's Aeneid Books III and IV.

Third Quarter. Vergil's Aeneid Books V and VI.

Sallust's **Bellum Catilinae** may be read in place of the Sixth Book of Vergil.

Constant attention will be given to mythology and the study of meter and metrical reading throughout the course in Vergil.

TEXTS.—Freize's Vergil's Aeneid; Guerber's Myths of Greece and Rome; Scudder's Sallust; Bennett's Latin Grammar.

V. FIFTH YEAR LATIN.

First Quarter. Livy, Book I and part of XXI.

Second Quarter. Complete Book XXI and part of Book XXII.

Third Quarter.—Horace, Selection Odes and Epiodes. Cicero's **De Senectute** and **De Amicitia** may be read in place of one term of Livy. Roman history and legend will be emphasized while reading Livy. The meters of Horace will be studied carefully, and some of the choice passages will be committed to memory.

TEXTS.—Greenough and Peck's Livy; Moore's Odes and Epiodes of Horace; Bennett's Latin Grammar.

DEPARTMENT OF CIVICS AND ECONOMICS.

Mr. Duncan

Mr. Thompson

The subject of Economics has been assigned to the Senior year in the regular Normal Course extending over a period of two terms. The growing complexity and rapid development of our industrial system give special prominence just now to the study of political economy and kindred subjects, and no school for American boys and girls is thoroughly equipped that does not offer a course in this study.

Topics relating to economic problems of special current interest will be assigned to students having completed the work of the text used, and due credit given therefor.

1st TERM: 1. ADVANCED OR JUNIOR CIVICS.

1. Hinsdale's text to Chapter 28.
2. Essential Principles of the American Government.
3. The Organization of the American Government.

2nd TERM: 2. ADVANCED CIVICS.

1. Completion of the Hinsdale text.
2. The functions of the American Government.
3. National Defense.
4. State and National Finance.
5. Commerce—Domestic and Foreign.
6. Education—Corporations.

3. SUB-NORMAL CLASS.

1st Term to Chapter 28.

2nd Term to end of book.

1st TERM:

1. Value of Material Things.
2. Wealth and Rent.
3. Capitalization and Time Value.
4. Labor and Wages.
5. Enterprise and Profits.

2nd TERM:

1. Relation of Private Income to Social Welfare.
2. Relation of the State to Industry.

MATHEMATICS.

Mr. Colbert.

Mr. Hugly.

A thorough foundation is laid in Arithmetic, Algebra, Geometry and Trigometry, classes are formed each quarter to meet the needs of the individual students. While the major part of the work in Mathematics is planned to meet the needs of prospective teachers in the schools of Missouri, an elective course in advanced Mathematics is offered to those who may desire it.

PHYSICS AND CHEMISTRY.

Mr. Smith.

Until the completion of the new building shall furnish the necessary laboratory accommodations the work of the Science Department is somewhat handicapped. The courses, while somewhat limited because of the limited quarters, nevertheless offer thorough work in so far as it extends.

Physics.

The student may elect the courses in the order that best suit individual needs upon consultation with the head of the department. As a general procedure it is advised to take the courses in the

order offered. The time is about equally divided in quantitative laboratory work and in recitations. Considerable reference work required.

Course I. Mechanics of solids, liquids, and gases.

Course II. Sound, heat, light.

Course III. Magnetism, electricity.

Advanced Physics.

This will be Advanced Physics and open only to those who have had courses I, II, III. The courses may be taken in any order, when there is sufficient demand. The work will be quantitative laboratory experiments, investigations in library and recitations, based on a College Physics.

Course IV. Mechanics.

Course V. Sound, heat, light.

Course VI. Magnetism and electricity.

Chemistry.

Course I. A nine month's study of general inorganic chemistry. Time equally divided in laboratory and recitation work. Reference work required.

Course II. Qualitative Analysis. Open to those who have had Course I. Systematic work in Identifications of common metals, acids, salts, and some non-metallic elements. This course may be taken for one or two terms.

BIOLOGY.

Mr. Bryant.

The work of the department of Biology is planned to give a thorough working course in Botany and Zoology to the teacher and to fit the teacher for High School work. In addition to this, it is made the basis of the work in Agriculture. A nine months course is offered in Botany and Zoology with laboratory periods for each. In the future this work will be required of all students who desire the work in Agriculture.

AGRICULTURE.

Mr. Childers

A practical four years' course in Agriculture is offered. The school possesses 117 acres of splendid land for the practical demonstration of the work in Agriculture. The work is not only taken up in the class room, but practical results are accomplished. The course during the coming year will embody:

1. Agronomy, or Field Agriculture. Extent of work outlined by head of department.
2. Dairy Husbandry.
3. Animal Husbandry.
4. Veterinary Science.
5. Horticulture and Household Science.

DEPARTMENT OF EXPRESSION.

Miss Randall.

The aim of the department of expression is to open as many avenues of pleasure as possible to the student of literature, by enabling him to make the author's thought and emotion his own. Having mastered the thought the next step in the department of expression is to enable the student to so express the thought that others may enjoy it with him. To this end he must color the thought with his own appreciation, give it the proper emotional value, touch it with the imaginative element and then present it with intelligence, enthusiasm, force and beauty. This involves the cultivation of the powers of observation, reasoning, memory and imagination.

The course is strong in the element of personal culture and is adapted primarily to the need of teachers.

Particular attention is given to the mechanical side of the reader's preparation in the study of Phonetics, a carefully arranged course in diacritical markings with their accompanying sounds, together with daily drill in articulation, enunciation and pronunciation.

One of the strongest features of the work is that of voice culture. The successful teacher must have a well trained, flexible voice, evenly modulated and responding faithfully to shades of meaning and tone color.

The course comprises drill in story telling as adapted to the need of teachers of reading. Individual practice and criticism are given the student in the selection of material and in its presentation.

One of the most popular and helpful courses offered by the department is that of the art of conversation, which may be considered as an introduction to the work in public speaking and debate.

One year of work in this department is required of all freshmen, one term of interpretative reading is required of all Sophomores, and a one year elective course in vocal interpretation of the poetry of Lowell, Kipling, Tennyson and Browning is offered to seniors.

For those who wish advanced work in expression a second year elective course is offered consisting largely of classic and modern drama, gesture, bodily expression, repertoire and recital work.

COURSE OF STUDY.

Freshman Reading.

SUMMER QUARTER:

Voice training and breathing exercises.

Phrasing.

Studies in rhythm.
Phonetics.
Literary interpretation.
Methods of Public School Reading.
"Development of Expression," Vol. I.

FALL QUARTER:

Voice training and deep breathing.
Studies in Rhythm.
Methods of public school reading.
Phrasing.
Story telling.
Development of Expression, Vol. II.

WINTER QUARTER:

Voice training.
American poets.
Conversation.
Dramatization of Reading Lessons.
"Development of Expression," Vol. III.

SPRING QUARTER

Voice training.
British poets.
Public speaking.
Debate.
Oratory.

SECOND YEAR—(Elective).

FALL QUARTER.

Life Study.
Personation.
Bodily Expression.
Tone color and ear training.

WINTER QUARTER:

Modern Drama.
Gesture.
Vocal Expression.
Repertoire.
Suggestions for rhetorical.
Bible and hymn reading.

SPRING QUARTER:

Classic drama.
Voice culture.
Bodily expression.
Recitals.

Management and selection of plays for class days, commencements and other occasions.

MANUAL TRAINING.

Mr. Siepert.

It is desirable that the student have the value of work that may be done with the hands and with such materials as are always at hand in all locations.

The Manual Training department has sought to avoid all fads and incorporate in its course only those things which, while training the eye and the hand, may be of practical use in all of life. Simple materials and simple methods are adopted.

The course for the present year is as follows:

1. ELEMENTARY HANDWORK: (Two Quarters.)

This course deals with typical forms of handwork, suitable for children of the first six grades. The exercises are designed to be within the reach of ordinary school room conditions. For convenience the course is divided into two parts, as follows:

1st. Work for Primary Grades: Construction in paper and cardboard, wearing, basketry clay modeling and simple pottery. These processes are first taken up as more or less formal manual training, and then grouped together in sandtable work selected with reference to other school subjects.

2nd. Work for Intermediate Grades: Basketry, bookmaking, knifework in thin wood, clay modeling and pottery. These processes are studied with reference to technical, design drawing and natural interests of children.

2. POTTERY: (One Quarter.)

The elementary pottery for primary grades continued into more advanced work. The designing, molding and decorating of pottery, the placing and firing of the kiln, and the use of glazes will form the principal part of the course. Wheel work and casting in plaster are explained and opportunity will be furnished for individual practice.

3. WOODWORK: (Three Quarters.)

This course is designed to meet the needs of the two upper Grammar grades as well as the first and second years of the high school. It will include:

1st. A study of tools, their care and use.

2nd. Elementary processes worked out in problems that have an intrinsic value when completed. Emphasis will be placed upon correct methods of work and originality in design will be encouraged.

3rd. A study of wood and methods of finishing will be made as the various problems are worked out.

4. MECHANICAL DRAWING: (Three Quarters.)

A course in mechanical drawing designed to meet the needs of teachers who deal with grammar and high school. It will include simple projection—straight lines, circles, tangents, planes

of projection, resolution of solids, developments, intersections, lettering and working drawings.

ART.

Mr. Zimmerer.

The aim of the Art Department is not to make professional artists of each student or to develop any late or ancient art fad, but to give to each student an appreciation of what is good in form and color and composition. To lead them to appreciate the beautiful about them, to know and understand the work of great artists and with simple materials to produce effects which will be helpful in all school work.

A one year course is required of all students. A two years' elective course is offered in addition to the year of required work.

MUSIC.

Mr. Bacon.

Music is taught from the standpoint of a public school teacher. A three-term course is required of all students. In addition to this an elective course in orchestra or band work is offered. A glee club offers the students excellent opportunity for chorus work.

DOMESTIC SCIENCE.

Miss Anthony.

A two year course in Domestic Science is offered. The course includes the scientific side of domestic science and the practical side of home making. The value of foods is considered, the selection, preparation, cooking and serving of the same.

Sewing, embroidery, sanitary house-keeping and artistic home making enter largely into the course.

The work is elective.

PHYSIOLOGY AND CARE OF THE BODY.

Mr. White.

The ordinary course in Physiology deals with the body as Ancient History deals with Rome. Mr. White, the director of athletics will teach physiology from the standpoint of the individual needs of the student. Especial attention will be given to the care of the body and the rule for right living and for good health.

ATHLETICS.

Mr. White.

The object of this department is to develop sturdy manhood and womanhood, self-control and generalship, and nowhere else are these characteristics so prominently and repeatedly called into play as in the athletic contests that call for team work and the united efforts of the whole student body to bring success.

The FALL TERM will be devoted largely to football, a schedule of which will be played with the nearby Normals, Colleges, and High Schools and since that game has developed into one of strategy, speed and alertness, eliminating the elements of brute force and likelihood of injury that formerly attended the game, it should be of benefit to a great number. Regular work will be done during this quarter also in basketball, for both men and women. A class schedule will be played and material development looking toward organizing representative teams for the Normal during the winter quarter.

The WINTER QUARTER will be occupied with a regular schedule for the Normal basketball teams of the men and women. During this season also, class games will be played and every effort made to allow each member of the school that so desires, a chance to learn and play the game. Teams will be trained for gymnastic exhibits during this time, a public performance being given in the latter part of the quarter. Hand-ball, Volley-ball will be played, and preliminary training given in track events looking toward forming a representative track team for the Spring quarter.

The SPRING QUARTER will be devoted to baseball and track. A regular baseball schedule will be played by the Normal team, and dual meets are being planned in which the track team may participate. Cross country running will be encouraged, other games arranged and hours allotted that all may find stimulus to exercise sufficiently in the open air.

In the SUMMER QUARTER a representative baseball team is in the field; basketball teams are organized among the men and women, and preliminary work is given in the fundamentals of football.

THE TENNIS COURTS are at the disposal of the student body at all hours of the day and all times of the year. A student manager co-operates with the Physical Director in arranging and overseeing the playing off of tournaments, and the four courts on Seminary Hill make ample provision for all who wish to indulge in this form of recreation. An opportunity will be given for the best representatives of the Normal to try their mettle with local and visiting teams, during the year.

During the SUMMER QUARTER, 1908, a strong and well organized baseball team has been representing the Normal, winning all of their games but one, and scoring 58 points as against 32 obtained by opponents. The athletic field is located on an ideal spot on high ground which drains and dries quickly after rains, and is swept by a cool breeze on the hottest days, making it especially desirable for Spring and Summer outdoor work. Here is located one of the best baseball diamonds in the state; also contains the football grounds, and surrounding the whole will be an excellent

quarter mile track that should prove to be the fastest in this section of the country. The teams will be provided with shower baths and training quarters near the grounds where the Athletic paraphernalia may be donned.

GYMNASTICS.

During the winter quarter regular classes will be conducted using a modified form of Military Tactics for the control of the classes, and introducing varied and graded forms of exercises with a view to body building and correcting physical defects that yield readily to these movements. Apparatus work will be taken up as soon as practicable and the work graded to suit the need of the individuals as they progress. Indoor games of all sorts will be taught and encouraged, for it is in the spontaneous and unconscious effort that games and romping call forth, that the most good is found and real benefit obtained, far beyond that gotten from the performance of formal gymnastics.

ORGANIZATION:

The Supervision of athletics is under the control of three members of the Faculty, the PRESIDENT of the Normal being Chairman of this committee and conducting in a general way the progress of the department. The ATHLETIC DIRECTOR directs the training and organization of teams and their contests with other schools, regulates the general plan of scheduling of games, and makes all authorized purchases for the department. A THIRD MEMBER of the Faculty is appointed who is Secretary and Treasurer of the committee, and co-operates with the Athletic Director in making up the schedule of games and looking after the financial matters pertaining to the department. A student member is appointed who has direct supervision of the Tennis courts, and who co-operates with the athletic director in purchasing needed supplies for that department, keeping the courts in good condition, and scheduling match contests with other tennis teams, supervising directly the playing off of local tournaments when desired.

Student Roll

(Addresses are Missouri unless another State is indicated)

NAME	ADDRESS	NAME	ADDRESS
Andrews, Leland	Maryville.	Ault, Josephine	Maryville
Archer, Blaine	Maryville	Anderson, R. C.	Mercer
Aiken, Ethel	Hopkins	Alkire, Lee O.	Bigelow
Akes, Rachel	McFall	Alcott, Susie	Stansberry
Andrews, Chas.	Maryville	Adams, George	Barnard
Aley, G. D.	Maryville	Asher, Rosa	Stewartsville
Aley, Henderson,	Maryville	Adams Edward	Barnard
Andrew, Ben	Grant City	Alley, L. L.	Mercer
Armstrong Mary	Maryville	Airy, Neva	Maryville
Andrews, Bessie..	Excelsior Spg's	Airy, Golda	Maryville
Armstrong, Artie A..	Stanberry		
Bryant, Neola	Maryville	Brown, Cecil	Weston
Brown, W. L.	Weston	Bird, J. O.	Sheridan
Brown J. C.	Weston	Blackwith, Evangeline,	St. Joe
Boyer, Paul	Maryville	Bird, Goldia,	Quitman
Bent, Maude	Maryville	Billings, Iva	Hopkins
Bayles, Mae	Clarinda, Ia.	Bushey, Mae	Wilcox
Brown, Katheryne	Hopkins	Bridger, Flora	Hopkins
Burnham, Hattie	Worth	Brown, Alva C.	Maryville
Blair, Gertrude	Maryville	Bushey, O. K.	Maryville
Bickett, Richard F.	Maryville	Badger, Leona	Barnard
Bodecker, Anna V.	Ravenwood	Baker, Myrtle	Tarkio
Byers, Marie	Maryville	Broyles, Robert	Spickard
Baker, Bernice	Maryville	Bayles, Nelle	Union Star
Balckburn, Regnia	Parnell	Biggerstaff, Cecil	Plattsburg
Ballenger, Alice	Maryville	Bellows, Dale	Maryville
Bramblet, Pheobe,	Burlington Jct	Burton, Lesta	McFall
Birkenholz, Chas.	Maryville	Baker, Emma	Parnell
Bloomer, Ernest..	Lebanan, Kas.	Beecher, Della	Bolckow
Barnes, Lemon	Bethany	Bond, Pearl	Maryville
Bracken, William	Maryville	Barbour, Jessie	King City
Bond, Edna	Maryville	Bainum, Maude	Maryville
Baker, Lizzie A.	Maryville	Black, Lucy	Graham
Beachler, Jenet Mae..	Stanberry	Barnes, Edna	Fillmore
Birkenholz, Fred	Maryville	Bayless, Ethel	Sheridan
Bird, Eugene	Sheridan	Burnsides, W. E.	Savannah
Brown, E. H.	Barnard		
Childers, Myrtle	Albany	Crowther, Loletia,	St. Joseph
Call Eva	Trenton	Carpenter, Winifred,.	Maryville
Crane, Bessie	Maryville	Collins, Margaret	Barnard
Claude, Robert	Maryville	Clymens, Clara	Hopkins
Clark, Alvin	Maryville	Coomer, Eva	Hopkins
Crow, Carrie	McFall	Cross, Montague J.	Helena
Chesnut, Earl	Clearmont	Conrad, Harry	Parnell
Casteel, Elma	Ravenwood	Carter, Audrey	Burlington Jct.
Custer, Georgia	Maryville	Crockett, William.	Stanberry
Caudle, Lela	Parnell	Cottrill, Floyd	Maryville
Cline, Mark	Maysville	Cottrill, Jeanetta	Maryville
Carpenter, Grace.	Bolckow	Coulter, Mary	Arkoe,

NAME	ADDRESS
Chappell, Geo.	Maryville
Chambers, Samuel	Barnard
Cook Martien	Maryville
Cook, Morrill	Maryville
Clark Nellie	Grant City
Cottrill, Nellie B.	Savannah
Cummins, Laurence ...	Maryville
Cottrill, Frances ...	Savannah
Castor, W. W.	Albany
Chapman, Nannie	Plattsburg
Carter, May	Lathrop
Cast, Bernice	Maryville
Cochell, Grace	Ravanna

Day, Nellie. Maryville
 Davis, Emanuel V., Burlington J
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 Davis, Beulah Orrick
 DeHart, Erna Pattonsburg
 Davis, Mary Union Star
 Dunbar, Wilbur Mound City
 Dixon, Nellie E. Jameson
 Donelson, Arthur Hatfield
 Dooley, Anna Maryville
 Donnelly, Edward Clyde
 Downey, Ruth Clearmont
 Daniel, Aria Fairport

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 Everhart, Minnie. Maryville
 Everhart, Effie. Maryville

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 Fries, Sylvia. Fairfax
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 Francisco, Herbert . Pattonsburg
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 Greer, Edward Helena
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 Dillon, Inez Mound City
 Duke, Flossie. Stanberry
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 Finkbeiner, Anna Graham

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 Gillespie, Luellyn Hopkins
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 Gehr, Cora Maryville
 Garten Glaysd Pickering
 Gillinger, Ethel Quitman
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 Gray, Fred J. Stewartville
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Head, Sarah	Stewartsville
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Ward, Lenz	Grant City

Young, Ben	Maryville
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Vaughan, Lulu	Hemple
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Wilson, Edith	Stanberry
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Wilkinson, Zula	Allendale

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